

Influence of performing arts on the attitude and academic performance of grade three pupils in selected public elementary schools

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Abstract: This study investigates the influence of performing arts on the attitude and academic performance of grade three pupils in selected public elementary schools in Taytay Sub-Office during the School Year 2023-2024. Utilizing a descriptive survey research design, the study sampled 84 teachers and 400 pupils chosen through quota and simple random sampling techniques. Data were gathered using a researcher-made questionnaire and documentary analysis of pupils' first-quarter academic performance. The findings reveal that performing arts significantly influence pupils' attitudes in terms of motivational drive, concept application, and learning task accomplishment. However, the study found no significant correlation between the influence of performing arts on attitudes and the pupils' academic performance. The research concludes that while performing arts enhance certain aspects of pupils' attitudes, they do not directly predict academic performance. Recommendations include employing varied instructional strategies and regular monitoring of pupils' progress in performing arts to enhance their educational experience.

Keywords: Performing Arts, Academic Performance, Pupil Attitude

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INTRODUCTION

Arts education plays a crucial role in shaping young minds, fostering creativity, and promoting holistic development. In recent years, researchers have explored the impact of visual arts on students' academic performance and overall well-being. This study delves into the specific context of grade three pupils in selected public elementary schools within the Taytay Sub-Office area.

By examining the influence of performing arts—such as music, dance, and theater—on both attitude and academic outcomes, we aim to shed light on the potential benefits of integrating arts education into the curriculum.

Pupils learn traits like perseverance, fortitude, and a growth mindset through the arts, which will help them master their craft, achieve academically, and flourish in life after high school. This process should occur organically, although it is frequently facilitated by the teacher. Pupils can begin to adjust their motivation by creating clear expectations and goals for them, and then making the connection between the work done and the results. This leads in a much healthier and more sustainable learning environment.

In public elementary schools in Taytay Sub-Office, teachers utilize different strategies in presenting lessons in performing arts. Teachers believe that the use of different approaches in every classroom can deliver quality education materials that will help to improve the academic performance and increase pupils' interest in performing arts. However, there are observations that pupils are still not interest in arts despite of the different strategies and approaches employed by teachers.

The researcher, being an elementary teacher observed that some pupils found low appreciation in performing arts. In this regard, the teacher needs a variety of systematic approaches like the use of song, dance, and dramatization in teaching to facilitate the

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teaching-learning process. Hence, the importance of performing arts in the delivery of the lesson and other sources of enhancement activities would help a lot in attaining the desired learning goals. Moreover, the researcher believes that the teacher plays a significant role in providing the needed knowledge for her. Likewise, she would like to find out the influence of performing arts on the attitude and academic performance of grade three pupils in selected public elementary schools in Taytay Sub-Office.

Statement of the problem

This study was conducted to determine whether the problem situation at work experienced by female teachers who were breadwinners of their families influenced significantly their teaching performance level in Palimbang II District, Sultan Kudarat during the school year 2009-2010.

Specifically, it answered the following problems:

- 1) To what extent did female breadwinner teachers encounter problems in their work?
- 2) What were the problem situations experienced at work by breadwinner female teachers?
- 3) What was the level of their teaching performance?
- 4) Did the problems encountered by breadwinner female teachers encountered influence their teaching performance?

METHODOLOGY

Research design

The study used the descriptive method of research. As stated by Calmorin (2019), descriptive method is designed to gather information about present conditions. It involved collection of data to answer questions concerning the current status of the subject and determine how things are. Its principal aim is to describe the nature of situations that exists in time of the study and to explore the causes of phenomena. Specifically, descriptive survey research design was applied since the study aimed to determine the influence of performing arts on the attitude and academic performance of the grade three pupils in selected public elementary schools in Taytay Sub-Office. Documentary analysis was used also since the level of academic performance of the grade three pupils as revealed in the first quarter was used in the study.

Locale of the study and respondents

The study considered the total population of grade three teachers which is composed of 84 teachers and 400 selected grade three pupils in Taytay Sub-Office. The pupils were chosen using quota and simple random sampling technique. They were described in terms of teachers' age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended and pupils' sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. Table 1 shows the respondents of the study by school.

Research instruments

A researcher-made questionnaire-checklist was used to gather the needed data. Part I of the questionnaire checklist dealt with the personal profile of the in terms of teachers' age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended and pupils' sex, sibling position, number of children in the family, monthly family income, parents' educational attainment, and parents' occupation. Part II of the questionnaire-checklist focused on the extent of influence of performing arts on the attitude of the grade

three pupils with respect to motivational drive, concept application, and learning task accomplishment. Each aspect consists of 10 items with a total of 30 items.

Data analyses procedure

For the analysis and interpretation of data, several statistical tools were considered. Frequency, percentage, and rank distribution were utilized to determine the profile of the respondents. To assess the extent of the influence of performing arts on the attitude of grade three pupils as perceived by two groups of respondents in relation to the specified aspects, the weighted mean was employed. One-way analysis of variance (ANOVA) was used to identify any significant differences in the perceived influence of performing arts on the pupils' attitudes among the two respondent groups, considering their profiles. The level of performance of the grade three pupils in the first quarter was determined using frequency, percentage, mean, and standard deviation. Finally, correlation analysis was conducted to examine the significant relationship between the extent of influence of performing arts on the pupils' attitudes and their level of academic performance.

FINDINGS AND DISCUSSION

Profile of the two groups of respondents in terms of the selected variables

Frequency, percentage and rank distribution of the teacher-respondents in terms of the selected variables

Presented herein is the profile of the teacher-respondents in terms of age, sex, civil status, educational attainment, length of service, position title, and in-service trainings attended.

It could be gleaned that 71.4% are in the age bracket of 41-50 years old while last in rank at 7.1% are 51 years old and above. Majority of them are female teachers at 95.2% and only 4.8% are male respondents.

In terms of their civil status, most of the respondents are married at 58.3% while 3.6% are already separated. Most of the teacher-respondents are bachelor's degree holders at 48.8% while only 1.2% is a Doctorate Degree holder.

As to their length of service, majority of them have 1–10 years teaching experience at 72.6% while last in rank at 6.0% have 31 years and above teaching experience. With respect to their position title, majority of them are holding Teacher I position at 53.6% while last in rank at 2.4% are Master Teacher I. In addition, 27.4% attended in-service trainings in international and school levels while 3.6% attended in the national level.

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Frequency, percentage and rank distribution of the pupil-respondents in terms of the selected variables

The research further found that majority of the pupil-respondents are female at 58.0% while the male respondents obtained 42.0%. In terms of sibling position, most of them are first born at 47.8% while last in rank at 7.0% are the fifth born and above. Likewise, most of them are 2 - 3 children in their family at 34.8% and last in rank at 12.5% have 6–7 children.

In terms of their monthly family income, most of them have below ₱10, 000 income at 45.3% while last in rank at 12.3% with Php 15,000 – Php 19,999. As to their parents'

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educational attainment, most of them are college graduates at 38.8% and 37.8% while last in rank are elementary graduates.

There are also those who are college undergraduates, high school graduates, high school undergraduates, elementary graduates and undergraduates. Moreover, in terms of parents' occupation, most of the fathers have different occupations and it maybe may be broken down into informal workers such as laborers, drivers, and unemployed. Majority of the mothers are OFW's. There are also private employees, self-employed, government employees and health care providers as well.

Extent of influence of performing arts on the attitude of the grade three pupils as perceived by the two groups of respondents with respect to motivational drive, concept application and learning task accomplishment

Motivational drive

With respect to motivational drive, the teacher-respondents obtained an overall mean of 4.04 while the pupil-respondents got 3.97, both are verbally interpreted as Much Influential. All the items are interpreted as Much Influential both for teacher-respondents and pupil-respondents.

First in rank for the teacher-respondents reflects that the performing arts are much influential in developing pupils' learning habits with a weighted mean of 4.13 while last in rank shows that it is also much influential in developing their enthusiasm in their daily school work and in developing their genuine love of education at 3.98 weighted mean.

For the pupil-respondents, first in rank portrays that performing arts are much influential in letting them to have an increased motivation to go to school regularly with a weighted mean of 4.07 while last in rank shows that it is also much influential in having a deeper understanding of the lesson at 3.88 weighted mean.

This means that the two groups of respondents perceived that performing arts are much influential on the attitude of grade three pupils with respect to motivational drive. Both groups have the same perceptions that pupils are more motivated to attend school consistently and their learning habits are greatly influenced by performing arts. Additionally, it increases their desire to succeed and gives them a deeper comprehension of the subject.

This implies that performing arts unquestionably assist the grade three pupils by giving them access to certain crucial materials and knowledge that will help them better understand the lesson. Both respondents agreed that performance arts encourage pupils to connect their academic learning to real-world applications. The ability to modify behavior, improve competencies, be creative, set goals, expand interests, make plans, develop talents, and increase involvement all depend on pupils' ability to stay motivated. In addition to being significant in and of itself, motivation is a key predictor of learning and success.

The findings are in conformity with the statement of Li et al. (2021) that for performing arts education allows students to process the learning and be reflective, webinar and innovative performance projects were launched from the concept of 'flipped classroom and outcome-based education

Concept application

The result presents the extent of extent of influence of performing arts on the attitude of the grade three pupils as perceived by the two groups of respondents with respect to concept application.

With respect to concept application, the teacher-respondents obtained an overall mean of 3.79 while the pupil-respondents got 3.74, both are verbally interpreted as Much

Influential. All the items are interpreted as Much Influential and Influential for both for teacher-respondents and pupil-respondents.

First in rank for the teacher-respondents shows that the performing arts are much influential in letting the pupils to dance gracefully with a weighted mean of 3.93 while last in rank illustrates that it is also much influential in involving themselves in song contest at 3.61 weighted mean. Meanwhile, for the pupil-respondents, first in rank stipulates that performing arts are much influential in letting them to dance gracefully with a weighted mean of 4.48 while last in rank demonstrates that it is also influential in letting them to join dance competitions at 3.18 weighted mean.

Furthermore, the two groups of respondents perceived that performing arts are much influential on the attitude of grade three pupils with respect to concept application. Both groups have the same perception that performing arts assist the pupils in gracefully dancing and keeping a daily recall of their performing arts classes. The activity required for a specific dramatization is determined by performing arts, which also assume the role of the allocated character.

Findings imply that concept application requires pupils to demonstrate their different abilities such as dancing, singing and acting. Performing arts assess pupils' ability to put their knowledge and skills to use. It evaluates the skills pupils acquire from a particular skill to study and establishes a pupils' potential for performing arts. Pupils are encouraged by the performing arts to express their feelings, use their imagination, and find their own voice. Each of the arts such as music, dance, and drama engage a child's mind, body, and emotions in unique ways to boost their self-esteem and help them enjoy self-expression.

The findings are in parallel with the statement of Colbert (2020) that through the performing arts, children can examine and channel their emotions through narrative, music, and movement. Some people find certain feelings more difficult to express and participating in performing arts programs provides children the opportunity to express a range of emotions in a healthy, controlled environment.

Learning task accomplishment

With respect to learning task accomplishment, the teacher-respondents obtained an overall mean of 3.79 while the pupil-respondents got 4.02, both are verbally interpreted as Much Influential. All the items are interpreted as Very Much Influential and Much Influential for both for teacher-respondents and pupil-respondents.

First in rank for the teacher-respondents indicates that the performing arts are much influential in letting the pupils to be more confident in doing the activities on my own and they can submit the school project on time with a weighted mean of 3.87 while last in rank reflects that it is also much influential in letting them to do multi-tasking at 3.68 weighted mean.

On the other hand, for the pupil-respondents, first in rank demonstrates that performing arts are very much influential for pupils to follow easily the instruction from their teacher with a weighted mean of 4.54 while last in rank depicts that it is also much influential in letting them to do their assigned task on time at 3.52 weighted mean.

The researcher further found that the two groups of respondents perceived that performing arts are much influential on the attitude of grade three pupils with respect to learning task accomplishment. Both groups have the same perception that performing arts provides pupils with the self-assurance they need to complete tasks independently and turn in assignments on time. Pupils who can complete learning activities effectively and follow teacher instructions well benefit from performing arts.

These results imply that any learning activity or evaluation that requires pupils to perform to show their understanding, knowledge, and skill is referred to as a learning task

accomplishment. Performing arts produce a measurable output and/or performance that can be used as proof of learning. In addition, it enables pupils to manage their own time, submit assignments on time, and adhere to the specified submission schedule.

The findings are in relation with the statement of Lainez et al. (2021) that the education system acknowledges the relevance and impact of arts in exploring students' different skills and competencies. Arts are highly integrated with the delivery of the different lessons of the involved strand.

Extent of influence of performing arts on the attitude of the grade three pupil as perceived by the two groups of respondents with respect to the different aspects

For both respondents, the researcher found the composite means of 3.87 and 3.91, respectively, both are verbally interpreted as Much Influential. For the teacher-respondents, motivational drive ranked first at 4.04 and concept application and learning task accomplishment tied for the last in rank at 3.79, respectively. On the other hand, for the pupil-respondents, first in rank at 4.02 is the learning task accomplishment, followed by motivational drive at 3.97 and last in rank at 3.74 are concept application.

These findings indicate that the perceptions of the two groups of respondents are different in some aspects. Moreover, both groups highlighted that performing arts are much influential in improving the attitude of grade three pupils with respect to motivational drive, concept application and learning task accomplishment.

This implies that performing arts have the advantage of fostering deeper learning among grade three pupils to be more actively engaged in the learning process. Performing arts include characteristics that help pupils improve their ability to use their own skills to take advantage of more possibilities that are presented to them. In addition, it evaluates pupils' ability to apply knowledge and abilities and they might be motivated to learn through performing arts.

This is related to the citation of Alekseeva et al. (2019) that some pedagogical opportunities that predetermine the success and effectiveness of continuous artistic education of children and youth a variety of used lessons forms, as well as methods, techniques of teaching art, a positive emotional background of learning, productive creative interaction and cooperation of teachers and students.

Significant difference between the perceptions of the teacher-respondents on the extent of influence of performing arts on the attitude of the grade three pupils with respect to the cited aspects in terms of their profile

The result of the test for the significant difference between the perceptions of the teacher-respondents on the extent of influence of performing arts on the attitude of the grade three pupils with respect to the different aspects in terms of their age, sex, civil status, length of service and position title, it shows yielded p-values higher than .05.

This accepted the null hypothesis. However, in terms of their educational attainment and in-service trainings attended with respect to learning task accomplishment, the obtained p-values are all lower than .05 level of significance, thus, the null hypothesis is rejected.

This means that their age, sex, civil status, length of service and position title have nothing to do with their perceptions about the extent of influence of performing arts on the attitude of the grade three pupils with respect to motivational drive, concept application and learning task accomplishment. On the other hand, with respect to educational attainment and in-service trainings attended with respect to learning task accomplishment, there exists a significant difference.

Findings imply that the personal characteristics of the teachers are not contributory on their perceptions since these are not considered predictors on the extent of influence of performing arts on the attitude of the grade three pupils. The subjective nature of the performing arts relieves the strain of right and wrong, allowing pupils to be themselves without feeling under pressure or worrying about doing it incorrectly. In these situations, pupils learn how to deal with their nervousness and develop the bravery that their parents want from them. Teachers understand that pupils' learning tasks takes places on having a strong emphasis on letting them to execute certain abilities after receiving training from in-service and improving their professional advancement.

This is in relation with the findings of Manuel (2022) that there was a significant difference in the output submissions before and after the implementation of the Google Classroom. The study proved what experts have been saying all along; using technological tools help the pupils improve their performance.

Significant difference between the perceptions of the pupil-respondents on the extent of influence of performing arts on the attitude of the grade three pupils with respect to the cited aspects in terms of their profile

The researcher conducted the test for the significant difference on the extent of influence of performing arts on the attitude of the grade three pupils as perceived by themselves with respect to the different aspects in terms of their sex, number of children in the family, parent's educational attainment and parent's occupation. The result yielded p-values higher than .05. This accepted the null hypothesis. However, in terms of their sibling position and monthly family income with respect to learning task accomplishment, the obtained p-values are all lower than .05 level of significance, thus, the null hypothesis is rejected.

This means that their pupils' sex, number of children in the family, parent's educational attainment and parent's occupation have nothing to do with their perceptions about the extent of influence of performing arts on their attitude with respect to motivational drive, concept application and learning task accomplishment. On the other hand, with respect to educational attainment and in-service trainings attended with respect to sibling position and monthly family income, there exists a significant difference.

This implies that the personal characteristics of the pupils are not contributory on their perceptions, and these are not considered predictors on the extent of influence of performing arts on their attitude. Pupils can express themselves authentically and with confidence through the performing arts and can gain experience and important life skills like self-discipline and confidence, in addition to having fun while learning them. These traits will help them succeed in life. Having an extracurricular interest in the performing arts gives them a platform to develop into self-assured, tenacious, well-rounded adults. However, sibling position and monthly family income have significant influence on pupil's education level, and the increasing family income can improve their performing arts.

This is in relation with the finding of Delgado et al. (2019) that children's interactions with peers, adults, and materials provided opportunities for holistic development and all adults involved took on the roles of scaffolds, facilitators, and mediators.

Level of academic performance of the grade three as revealed in the first quarter

Based on the findings, it is indicated that the level of academic performance as reflected in their average grades, 59.5% of the pupils' obtained grades of 85 - 89 which is in Very Satisfactory level. Followed by 21.3% who got 80 - 84, Satisfactory, and lastly 19.4% in Outstanding level. When data were analyzed, a mean of 87.22 was obtained and a standard

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deviation of 2.813 was noted. This means that there is no grade dispersal among the average grades of the pupils as revealed in the first quarter, thus, it is also quite far from the mean.

This means that the grade three pupils are performing very satisfactorily in their academic subjects. This further reveal that pupils who were aware about the influence of influence of performing arts on their attitude have very good class standing. Meanwhile, it is also noted that there are few pupils who have satisfactory performance and there is room for improvement.

Findings imply that the majority of grade three pupils are still functioning wonderfully, and many of them are working diligently to enhance their academic performance. Even though there aren't many pupils that perform below average, this is nonetheless the case. The amount of time pupils spend learning and acquiring new information is closely connected to the amount of time they spend studying and how performing arts influence their academic subjects. Students are able to learn the various academic concepts might vary depending on how they were taught.

This is in consonance to the finding of Tabuena (2021) that there is a significant difference between the pre-evaluation and post-evaluation after the CATs implementation. The mean score was significantly higher than the pre-evaluation, which indicates that the CATs improved the performance of students in MAPEH.

Significant relationship between the extent of influence of performing arts on the attitude and the level of academic performance of the grade three pupils

The result shows the computation for the test on the significant relationship between the extent of influence of performing arts on the attitude of grade three pupils with respect to motivational drive, concept application and learning task accomplishment and their level of academic performance as revealed by their average grades, it can be noted that the reflected p-values are higher than .05 probability values. This means that the null hypothesis is accepted.

It can be noted from the findings that there is no significant correlation between their level of academic performance and the extent of influence of performing arts on their attitude. This means that motivational drive, concept application and learning task accomplishment are not influential on pupils' level of academic performance. Pupils' motivational drive, concept application and learning task accomplishment are not prominent when it comes to their level of academic performance.

Findings imply that some pupils' performing arts are not significantly influencing their academic performance. Through the development of pupil's creativity, language and motor skills, critical thinking, and cultural awareness, performing arts are a crucial link to increased academic success. The performing arts aid pupils as a whole in self-knowledge and understanding in addition to teaching self-expression. Through performing arts, pupils were taught about themselves in an effort to highlight the attitudes and mindsets of the day. It could be a tool for informing them about their current circumstances.

This relates with the study of Shouma (2021) that Arts Integration (AI) is known as an effective teaching method which contributes to students' engagement and learning in the classroom. It is flexible and can be altered or modified to fit an individual student's needs.

CONCLUSIONS AND RECOMMENDATION

Based on the findings, the following conclusions are drawn: Teachers' age, sex, civil status, length of service, and position title, as well as pupils' sex, number of children in the family,

parents' educational attainment, and parents' occupation, are not contributory to their perceptions about the extent of influence of performing arts on their attitude with respect to motivational drive, concept application, and learning task accomplishment. However, some aspects were found to be contributory. Additionally, motivational drive, concept application, and learning task accomplishment do not predict the academic performance of grade three pupils.

In light of the findings, the following recommendations are offered: Teachers may employ varied instructional strategies to expose pupils to performing arts, enhancing their skills and pedagogy in developing concept application. They should consider the types of activities in performing arts that pupils need to complete and demonstrate to achieve the desired learning outcomes. Regular monitoring of pupils' progress in performing arts by teachers and parents is essential, with both parties collaborating to improve performance. Pupils should be encouraged to express themselves truthfully and confidently, developing crucial life skills like self-discipline and confidence while enjoying learning through performing arts. The proposed action plan is recommended for implementation. Additionally, similar studies using other variables should be conducted to further explore this area.

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